



## Values Based Education Policy 2021

To be read in conjunction with

- Behaviour Policy 2021
- PSHE policy
- Circle Time Policy

# Policy Statement for Values Education at Stepping Stones

## Mission Statement of School

*Inspiring the present, Creating the future*

**Stepping Stones is a welcoming place where children come first. Children learn in a happy, safe school where values are at the heart of everything we do.**

**RESPECT - KINDNESS-TOLERANCE- TRUST**

## INTENTION

To raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

To support the child as a reflective learner, the whole child's social, intellectual, emotional, spiritual and moral development and promote quality teaching and learning so they become learners for life.

To develop the knowledge, skills and attitudes in school and at home that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

To ensure our children are aware that positive human values make the world a better place we focus on 4 core values: Respect, Trust, Tolerance, Kindness.

To focus on 8 other values, spending a week examining & celebrating the value: Positivity, Thoughtfulness, Appreciation, Friendship, Honesty, Responsibility, Co-operation, Caring.

Children's Needs - In order for the values to be meaningful to the pupils, our staff understand that the basic needs of children are to be loved, to feel secure and know clearly what is expected of them, to be valued themselves and to have a balance of activities including active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work. We recognise that they require help to develop relationships, to develop self-awareness and a knowledge of the world outside of themselves, including external exploration and internal reflection.

## IMPLEMENTATION

### Teaching and Learning

We have a programme of daily school meetings and circle times that introduce and explore a value each week, sometimes each fortnight. Pupils are encouraged to be actively involved in exploring their understanding of values. Daily Pupil Meetings are held after every lunch play, the majority of staff and pupils attend this. At this meeting children are encouraged to display and discuss their achievements, and to inform us of anyone who has been particularly caring or helpful towards

them that day. There is always a Value which is 'Theme for the Week' (e.g. Respect, responsibility, trust, kindness perseverance, friendship, tolerance etc) for which pupils can nominate one another.

If the child shows the value of the week consistently throughout the week they will earn the value band for the week as a physical token to remind them that they have achieved recognition for the set value. This will be awarded at the Friday celebration meeting.

There is direct teaching about values in our weekly values lessons. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding. This takes place by teachers explaining the meaning of the value, by pupils reflecting on the value and what it means to them and their own behaviour, by pupils using the value to guide their own actions, by staff modelling the value through their own behaviour. Values are also taught implicitly through every aspect of the curriculum.

**Teacher Behaviour** In order to try to meet the needs of children, staff always try to be consistent in their own behaviour and in their expectations of the children. They value all the children, display great patience and listen carefully to children, focusing on and emphasising the positive. They face reality and help pupils to come to terms with difficult issues as they arise, such as death, they only disapprove of poor behaviour, never the child and they try to make time for one another and are mutually supportive. They speak quietly and avoid shouting, have a good sense of humour and communicate with parents through the Dojo app to ensure that they appreciate the school's values and to ensure that there is a common understanding. Our teachers are valued by the governors and by the community.

**Reflective Thinking** Teachers are especially mindful of the activities that promote positive thinking and incorporate these into the day and their teaching as much as possible. These include creating a peaceful climate in school and on the school site, taking children to beautiful places to experience peaceful places and encourage them to value them. Pupils are involved in setting their own targets for their work, behaviour and values and in the assessment of their own work.

Time is given in class for pupils to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values and enabling children to sit and work in silent reflection to think through their own thoughts, including weekly relaxation activities, visualisation and breathing.

**Parents** are informed of the current values via the DOJO app, sharing ideas for parents how to embed values at home. Parents can nominate their child through this app or in the Home/School diary. They are provided with certificates to award their children for demonstrating values at home, particularly the value of 'respect'.

**Journeys to School** Taxi\_escorts are informed of current values via the playground notice board. They will be provided with taxi escort nomination forms and will drop these into a nomination box within our entry reception area. These children will receive a special mention in Friday's daily meeting & parents will be informed.

## **IMPACT**

**Benefits for the Pupils** The benefits that come when children are expected to be reflective about values are that they behave more calmly and purposeful, are able to concentrate and reflect more on their own behaviour and become more self-aware and self-accepting.

Children become more considerate to others and less ego-centred and take a greater responsibility for their own actions. Their self-confidence and self-esteem improve and they know themselves better and are able to relate to others more effectively.

Children are able to use self-regulating strategies alongside adults and independently.

Children are starting to explore and understand the impact of values within the wider world.

**Benefits in Taxi Journeys & the Home** Values based language becomes intrinsic to the child and his/her family's vocabulary. Behaviour is improved within taxis and at home, particularly the through practice of our 4 core values.

*Policy agreed by staff on: Oct 2021*

*Policy agreed by management on: Oct 2021*

*Policy review date: Sept 2022*